ABSTRACT

During the last few decades, there has been a radical change in every field on account of scientific inventions and technological advancement. To meet the challenges and requirements of this fast developing society, young people need to grow in the ability to think rationally and to express their thoughts clearly. Independent thinking, careful analysis and objective assessment contribute to the success in any field. Thinking is related to the learning because Knowledge of a person affects one’s thinking pattern. Thinking is one of the most important aspects of one’s cognitive behaviour. It is universally acknowledged fact that the progress of any nation depends mainly on the utilization of potential of its intellectually gifted and creatively talented individuals to the maximum. This study is a deliberate attempt to study the socio-psychological correlates (i.e. personality and socio-economic status) in relation to learning and thinking style and creativity of secondary school students.

In the present study entitled “A STUDY OF SOCIO-PSYCHOLOGICAL CORRELATES OF LEARNING-THINKING STYLE AND CREATIVITY OF SECONDARY SCHOOL STUDENTS”, the socio–psychological correlates is a variable which is taken as an independent variable includes the variable like: Socio – includes socio-economic status and Psychological correlates includes personality variables. Main objectives of the study were to see the relationship between socio-economic status and learning-thinking style; socio-economic status and creativity; personality and learning thinking style and personality and creativity of secondary school students. The study is also aimed to find out the significance of difference between mean scores of learning thinking styles and creativity of secondary school students belonging to different socio economic status, gender, location of school and group of personality traits. To attain the objectives null hypotheses were framed. Descriptive survey method of research was used in executing the present study. The sample of study was comprised 600 secondary students studying in various secondary schools of Haryana. In order to keep the study manageable, random sampling technique was adopted in the study. The tools selected by the investigator for collecting authentic information from the respondents were (i) Meenakshi Sharma. Socio-Economic Status Scale (SSESS), English; (ii) Mahesh
Data related to socio variable and psychological variable collected separately by using separate tools. The whole data constitutes socio-psychological variables. The impact of this independent variable was seen on different dependent variables like learning-thinking style and creativity separately. And the collected data have been analyzed separately by using correlation and ‘t’ test. It was found out that there exists positive and significant relationship between socio-economic status & learning thinking style; between personality & learning thinking style; between personality & creativity of secondary school students. While it is found out that there exists insignificant relationship between socio-economic status and creativity of secondary school students. It is also concluded that there exists significant difference between the learning-thinking style of secondary school students belonging to above and below average socio-economic status. While an insignificant difference was found out between the creativity of secondary school students belonging to above and below average of socio-economic status is not significant. It is also concluded that there exists a significant difference between the learning thinking style and creativity of boys & girls and of rural & urban secondary school students. Personality traits also have their effect on the learning-thinking style and creativity of the secondary school students.